

English

Rationale

Our English Learning is inspired by our creative projects and fosters a life-long love of learning; encouraging children to interpret the real-life world around them and communicate effectively with others. It is planned in line with the National Curriculum for English Document. At Shirley Warren we are passionate about inclusive and enriching opportunities for all children, using our English Curriculum to build strong foundations for all other curriculum areas as well as encouraging all pupils to be ambitious for themselves.

[National Curriculum for English](#)

Curriculum Intent

English curriculum :

- A Shirley Warren communicator is an articulate child who is able to express their own thoughts and feelings effectively both orally and in the written form.
- A Shirley Warren reader is a fluent reader with a love of literature and an ability to use books well for a range of purposes.
- A Shirley Warren writer is an ambitious child who writes creatively and accurately with a sound knowledge of phonics, spelling rules and correct grammar.

Implementation

Speaking and Listening

This is planned as part of both the English Curriculum and within project planning. It is planned as part of lessons or as discreet learning. Speaking and Listening at Shirley Warren included drama, debates, reciting poetry, acting out stories and own compositions and presenting work in large and small groups.

[Shirley Warren Speaking and Listening Progression](#)

Phonics

The phonics curriculum is planned and delivered from Floppy's Phonics.

The relevant Year Groups follow the daily planning structures presented by Floppy's Phonics to ensure the consistency and fluidity between Year R to Year 1.

In order to ensure that all children have secure knowledge of and can use their phonetic skills, careful tracking indicates which children may be falling behind and swift interventions are put into place.

[Early Reading and Phonics](#)

Reading

At Shirley Warren, reading is planned for 4 -5 discreet lessons weekly. The Reading Spine details key rich texts to lead the Guided Reading Sessions and progressions for each Year Group.

EYFS and Year 1 use Floppy's Phonics to lead their phonics curriculum. Developing decoding, fluency and prosody are key aspects of our reading programmes.

Year 1 - 4 use a carousel structure for their Guided Reading Sessions; based around the rich text as well as individual pupil books. Home reading is a key part of the programme.

Years 5 & 6 have a whole class approach - led by their key text for Guided Reading. From Year 1 - 6 written work/activities are recorded in the Yellow Book.

[Reading Domain Headers](#) are available for the inclusion of the Learning Objective.

Impact: Assessment

Assessment linked with reading is predominantly AfL and the use of the progression documents enables teachers to move pupils onwards in their learning. Reading Trackers are completed each term.

Phonic assessments are carried out throughout the scheme and pupils' progress is recorded.

The Salford Reading Assessment is used twice yearly - (Year 1 upwards) to record reading and comprehension ages.

Summative Assessments for reading are held three times a year with Government assessments taking place In Year 6

Shirley Warren Reading Spine	The Reading Framework 2023	Shirley Warren Reading Progression	Progression in different text types
Shirley Warren Carousel Planning	Shirley Warren Reading Planning (5 & 6)	Guided Reading Question Stems	Early Reading and Phonics
Salford Reading Test	Reading Trackers	Summative Assessments	Lowest 20 % Readers tracker

Writing

At Shirley Warren, English is planned for five sessions per week; including spelling, handwriting, grammar and writing tasks. Work is recorded in purple Project Books. Writing Journey Stickers.

The planning is in line with the Shirley Warren Reading Spine - based on National Curriculum Programmes of Study. Each Year group has key rich texts which link to their half termly project.

The writing journey is planned within a 2 or 3 week cycle; to include grammar and spelling objectives and a final writing outcome.

Handwriting is taught in sequential sessions for Years 1 & 2 and as 1 session per week in Years 3 - 6.

Impact: Assessment

Most of the assessment linked with writing is AfL and the use of the progression documents enables teachers to move pupils onwards in their learning. Writing Trackers are completed each term. Summative assessment is through the use of Year Group writing outcomes and moderation (across and between Year Groups) takes place twice a year.

Reading Spine	Writing Journey	Progression of skills for writing	Progression of skills for grammar
No Nonsense Spelling	Progression of skills for spelling	Handwriting Scheme	Different Genres and grammar
Year Group Writing Outcomes	Non-negotiables for writing	HAST Spelling Assessment	Writing Trackers